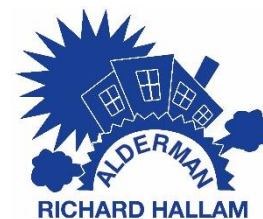# ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

ARH – Educating a community of life-long learners

Teaching and Learning Policy

Teaching and Learning Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The aim of this Teaching and Learning Policy is to share and promote a consistent approach to teaching and learning at Alderman Richard Hallam Primary School.

This policy aims to:
- Explain how we will create an environment at our school of high expectations where pupils learn best and love to do so,
- Summarize expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school,
- Ensure all members of the school community recognize the importance of excellent Teaching and Learning and that a robust curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all staff have the skills and knowledge to identify gaps in pupils' learning and to address this through their teaching.

Responsibilities

Teaching and learning in our school is a shared responsibility, and everyone in our school community has an important role to play.

Teachers at our school will:
- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards.
- Follow the expectations as set out in this policy.
- Strive to make every lesson count.
- Update parents and carers on pupils' progress through a written report twice a year and through twice yearly parents' and carers' evenings.
- Seek advice, when required, regarding Teaching and Learning as well as attending CPD sessions provided by the school and external agents, as appropriate.

Support staff at our school will:
- Know pupils well and adapt support to meet their individual learning needs.
- Support teaching and learning with flexibility and resourcefulness.
- Meet the expectations set out in this policy.

Subject Leaders and Coordinators will:
- Help to create a well-sequenced, broad and balanced curriculum that builds knowledge and skills.
- Create, review and amend Progression Documents for their subject. These will detail the knowledge, skills and vocabulary that pupils need to acquire as well as highlighting where new knowledge builds upon previous knowledge.
- Use their budget effectively to resource their subject, providing teachers with the necessary resources for learning.
- Drive improvement in their subject, working with teachers to identify any challenges.
- Moderate progress across their subject by, for example, systematically reviewing progress against a range of evidence and reviewing performance data. This could include assessment data, learning walks of lessons, pupil conferencing, planning audits and discussions with staff.
- Improve on areas for development identified in their monitoring and evaluating activities.
- Improve on areas for development identified in the School Improvement Plan.
- Create and share clear intentions for their subject.
- Encourage teachers to share ideas, resources and good practice.

Senior leaders at our school will:
- Have a clear and ambitious vision for providing high-quality, inclusive education to all.
- Celebrate achievement and have high expectations for everyone.
- Hold staff and pupils to account for their teaching and learning.
- Plan and evaluate strategies to secure high-quality teaching and learning across the school.
- Manage resources to support high-quality teaching and learning.
- Provide support and guidance to other staff through coaching.
- Input and monitor the impact of continuing professional development (CPD) and give staff opportunities to improve their teaching and learning practice and subject knowledge.
- Promote teamwork at all levels.
- Address underachievement and intervene promptly.

Governors at our school will:
- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning through Governor Challenge questions at meetings.
- Monitor the impact of teaching and learning strategies on pupils' progress through learning walks with school leaders and discuss data by identifying strengths and areas for improvement.
- Monitor the effectiveness of this policy and hold the Headteacher to account for its implementation through the monitoring activities completed during Curriculum and School Improvement meetings. These activities can take the form of learning walks, book audits, staff or pupil conferencing as well as discussions with senior leaders.

Planning

Planning is a process, not a product. It has one purpose: to enable high quality delivery which enables all pupils to learn. All teachers need to be clear and precise about the knowledge and skills they want pupils to learn in every lesson. Planning is about hard thinking, not form filling. Teachers should spend time thinking about what they want pupils to learn first before they give consideration to what they want pupils to do.
The questions teachers need to ask when planning a lesson are:
- Where are the pupils starting from?
- Where do you want them to get to?
- How will you know when they are there?

- How can you best help them get there?

Learning Objectives
It is important that teachers, pupils and support staff are all clear about the key learning that will take place in a lesson. Teachers should make learning objectives explicit to pupils and these are recorded in books, as appropriate.

Long-term planning
The long-term plan for the curriculum can be found on our school's website: https://www.arhprimary.co.uk/curriculum-overview/ Our school uses Progression Documents for the majority of subjects across our school. These detail the knowledge, skills and vocabulary that pupils need to acquire as well as highlighting where new knowledge builds upon previous. Mathematics does not have a Progression Document as we follow, and adapt where necessary, the AET Mathematics Curriculum.

Short term planning
Year groups have weekly PPA time to complete their planning and preparation; all year groups have time together so that workload can be shared across the team. There is an expectation that teachers will plan for the year group within a subject(s) and then individual teachers will adapt these plans according to the needs of their class. We do not expect teachers to produce individual lesson plans, but we do expect that all lessons will be thoroughly planned. Evidence of this can be seen through the ActivInspire flipcharts created, where appropriate. There is an expectation that these flipcharts will be detailed enough for a cover teacher to follow and we encourage teachers to use 'Teacher Notes' at the side of the flipchart page to give more information.

There is an expectation that all planning is completed the Friday before the teaching week.

Planning to meet the needs of all pupils
Knowledge of the pupils, their prior attainment and specific needs, is a key part of planning. Teachers are expected to know the profile of the pupils they teach by looking at pupil data within the assessment system (Target Tracker), SIMs for contextual information and SEND pupil profiles saved on Provision Map as well as historical/current safeguarding information on CPOMs.

High quality teaching is the first wave of intervention for meeting the needs of SEND and EAL pupils. When planning, teachers should consider the different pedagogical approaches we use to engage, motivate and challenge all learners, so that most pupils find a learning-fit most of the time. Adaptive teaching strategies should be utilised to ensure there are high expectations for all pupils. Please see the Adaptive Teaching section of this policy below for more information.

Alongside high-quality teaching, it may be necessary for SEND or EAL pupils to receive further interventions to target specific needs. These need to be planned over time to ensure a quality first approach which meets the needs of all pupils and groups, and maximises the use of any additional adults in the room. Interventions are tracked using Provision Map (see SEND policy for more information).

Teaching

"Every teacher needs to improve, not because they are not good enough, but because they can be even better." (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all pupils must use. Pupils must know the knowledge and key skills teachers want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both pupils' and teachers' language, through instructions and questioning, are significant determinants of progress.

High-quality teaching strategies

High-quality teaching strategies allow all pupils to access learning and succeed with even the most challenging content if scaffolded appropriately. What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies, based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in the majority of lessons.

Challenge
We should have high expectations of all pupils all of the time. It is good for pupils to struggle just outside of their comfort zone. Pupils are expected to be engaged with all parts of the lesson and the aim is for pupils to become independent learners over the course of their study. We aim for pupils to see challenges as an opportunity to stretch themselves but the challenge should be just within their reach. To facilitate challenge, we encourage open-ended activities where there is a low threshold but a high ceiling as these allow pupils to fully explore a concept and are able to work with their peers.

Explanation
Teacher instruction should be planned with an awareness of the demands on pupils' cognitive load, by presenting new material in small steps. We expect teachers to:
- Limit the amount of material pupils receive at one time.
- Give clear and simple instructions and explanations.
- Think aloud and model steps.
- Use more time to provide explanation and provide many examples.
- Re-teach as necessary.

Modelling (I do)
We expect teachers to teach to the top with expert instruction and modelling. To learn how to do something in the first stage, pupils need to watch and listen to experts guide them through the process, step by step, before they make an attempt themselves. Modelling supports explanation and can help pupils to make abstract ideas concrete; this is an important first step. This can be done by:
- Demonstrating a worked activity in front of pupils, e.g. using a visualiser, completing a modelled example on the whiteboard or showing a process using physical resources.
- Using 'think aloud' to show the thought process.
- Showing that it is ok to make a mistake and model empathy, e.g. I found this bit challenging too.
- Integrating quick-fire questioning e.g. why am I doing this now? These questions allow teachers to check for understanding whilst keeping engagement and participation rates high.
- Provide model answers.

Guided Practice with scaffolding (we do)
At this second stage, pupils are able to work with the teacher to complete examples together using the model from the first stage to support. Worked examples and scaffolding are used to support all pupils to demonstrate their learning. These scaffolds could include: sentence starters, key word definitions, making procedural steps visible, etc. Effective class discussion and questioning can happen at this stage.

During the Guided Practice phase, pupils' responses are overseen by the teacher and any misconceptions are then highlighted. It may be appropriate for the teacher to give further models or examples to address misconceptions. It may also be appropriate for teachers to re-teach or re-phrase a concept to help children understand. We encourage teachers to work alongside their pupils and this may mean that some classes in a year group spend longer in this second phase than others.

<u>Independent, deliberate practice (you do)</u>
Pupils should be provided with the time they need to practise new material in a number of ways in order to master it. In this third phase, scaffolding will be reduced or removed for the majority of pupils. This is the component that will look the most different across the different subjects, but all practice should be careful, deliberate and ideally just outside of pupil's comfort zone.

Talk within Lessons

We believe that talking within lessons is very important as this allows children to process their thoughts; make links; hear other opinions and approaches, as well as developing effective talking and listening learning behaviours. Every lesson should include pupils talking. This can be to a partner or with a wider group of pupils. Teachers have received training upon oracy and the place this holds within the curriculum. Teachers use sentence stems, talk tasks and promote vocabulary during these sessions.

We expect all children to be involved in the talking part of the lesson. To enable this, we encourage thinking time by using 'Think, Pair, Share.' This involves:
- The teacher presenting an open-ended and carefully thought about question or problem.
- Independent thinking time which may be supported by sentence stems, additional questions or vocabulary.
- Time for pupils to share their ideas. This is often modelled to pupils to ensure this is a purposeful exchange of ideas.
- Opportunities to share with further pupils in the class. Pupils may volunteer their ideas through raising their hand or the teacher may 'cold-call' by asking an individual to contribute. Other strategies for gathering in answers may include: popcorning, whispering-out, sweeping arm, random name generator, etc.

Responsive Teaching

Teachers should ensure that learning has stuck by checking for understanding. All teachers should confidently and accurately use teaching techniques to gather a secure overview about whether the key learning has actually been learnt. If learning is not yet secure for pupils, the lesson should be adapted or retaught differently.

For responsive teaching, teachers can use:

<u>Questioning</u>
Effective teachers ask a large number of questions skilfully, as questioning is our main tool to probe, check and extend pupil understanding. Teachers should ask lots of questions, to lots of pupils, and then use what they learn from this process to adapt and reshape teaching within and between lessons. The majority of questions should be done through cold calling, with targeted questioning used to support and challenge pupils. Whole class responses to questioning can be done effectively with mini whiteboards, hand gestures etc.

<u>Retrieval Practice</u>
Retrieval is a learning strategy that should be used regularly in lessons to support pupils with retrieving material that they have previously learnt from their long-term memory. It
should be low stakes, completed without access to notes and used in a spaced manner.
When used at start of lesson as a "Do now" activity, it can help to recap prior knowledge needed for today's lesson and support teacher with understanding prior learning of the class.

<u>Use of Effective Feedback</u>

Feedback exists in many forms (e.g. teacher marking of books, whole class marking sheets, verbal feedback, peer and self-assessment), but what matters is what pupils do with it. Effective feedback should:

- Be frequent and timely.
- Always generate action to have an impact on the learning.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step. This next step may be a teaching next step which will be covered in the next lesson, or a pupil may receive one-to-one (or small group) support by a member of staff to address the misconception.

Marking and Assessment (see Feedback and Assessment Policy for more details)
Marking and assessment have two purposes.

- It allows pupils to get feedback which they act on to make progress over time.
- It informs a teacher's future planning and teaching.

Effective marking should be meaningful, manageable and motivating for the recipient whilst simultaneously being manageable and sustainable for the teacher. Marking must be primarily formative, may be selective, and be clear about what pupils must act upon to improve their work.

Further Adaptive Teaching Strategies

Teachers across ARH may utilise further Adaptive Teaching Strategies. These could include:

- Scaffolding learning – this could be through written scaffolds (sentence stems, key questions, gapped examples), physical scaffolds (additional adults, peer support or practical demonstrations) or verbal scaffolds (teachers altering the amount or complexity of vocabulary, verbalising thought or altering questioning).
- Pre-teaching
- Pupil conferencing or post-teaching
- Use of resources – these could be manipulative in Mathematics, practical writing equipment or technology to assist a child, for example.
- Adapting the way work is recorded. Pupils may be given an alternative way to record their learning, for example, they could record their written work through oral retelling and the use of computing tablets.
- For further strategies, please see Appendix 1

The Learning Environment

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all pupils feel safe, supported and valued. To ensure all pupils are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations for learning and behaviour for all their pupils and should:
  - Teach to the top, with necessary scaffolds to support those who need it.
  - Promote active engagement, not just compliance.
  - Establish a growth mindset culture where mistakes are celebrated through the use of language such as "not there yet."
  - Focus praise on effort and value the "struggle of learning."
- Positive relationships with the pupils in their class - teachers build positive relationships with all pupils through positive behaviour management. This is achieved through:
  - Welcoming all pupils into your class by either greeting them at the door or when they line up on the playground.
  - Using positive framing to remind pupils of expectations and learning routines.

- o Using meaningful praise and rewards as much as possible e.g. raffle tickets, certificates
- o Providing pupils with the opportunity to change their behaviour before giving a consequence. We follow the 3Cs: Choices, Chances and Consequences.
- o Having restorative conversations, when necessary, e.g. after a behaviour incident.
- o Demonstrating consequences are temporary, e.g. new lesson, fresh start
- o Having clear and consistent routines and procedures– so there is a safe, orderly learning environment and learning time is maximised.
- o Ensuring title, learning objectives and starter activity are shared on board from the very start of the lesson – learning begins immediately, every minute matters.

Home learning, or homework, will support pupils to further develop their learning outside of the classroom. It will be planned, meaningful and set in accordance with the Homework Policy (see homework policy).

Monitoring and Evaluation of Teaching and Learning

We will monitor teaching and learning across the school to make sure that all our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:
- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of pupils.
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained.
- To identify training needs across the teaching and support staff and drive the CPD programme.

Each phase has a dedicated member of the Senior Leadership Team. Their role is to both support and professionally challenge the teachers in their phase. SLT will monitor and evaluate the impact of teaching on pupil's learning through:
- Conducting learning walks both formally and informally.
- Completing Teaching and Learning week in the Autumn term and across Year Group Observations in the Summer term.
- Book scrutinies.
- Auditing planning.
- Auditing Feedback Sheets.
- Completing termly Pupil Progress Meetings with individual members of the phase.
- Gathering input from pupil voice and teacher questionnaires as required.

Subject leaders and coordinators also monitor the quality of teaching and learning within their subject or area. The feedback of these activities is shared with the Year Group Leader and a member of SLT. If there are any concerns raised during these activities, these are raised with the SLT Phase Link.

Continuing Professional Development

> *"Be the best you can until you know better, and when you know better, do better and be better". Maya Angelou*

All staff at ARH should engage with high quality research-based CPD and to be open-minded, reflective, and proactive at continually trying to improve their teaching practice. Teaching and Learning CPD will be focused on what will make the biggest impact to teachers and pupils, and staff

will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.

We encourage collaborative work at ARH and recognise the power of watching other excellent practitioners. To support this, we enable our staff to complete peer observations during the Spring term where the focus is solely on professional development. To enhance this further, teachers (and HLTAs) are invited to form Teaching Teams during dedicated PDM time. These teams are formed of teachers with varying levels of experience from across the school. During these meetings, teachers have the opportunity to engage with research and complete professional conversations where best practice can be shared.

All staff at ARH also have access to the National College website where they are able to complete any further training they feel would be beneficial.

CPD at ARH is:
- Focused on Quality First Teaching.
- Planned according to the school's needs and outcomes from monitoring and evaluating activities.
- Focused on one key area at a time. We use a 'Spotlight' approach where all a half-term's CPD during weekly PDMs is focused on one area.
- Research Informed, as much as possible.

Links with other policies
Curriculum
Behaviour
SEND
EAL
GAT
Wellbeing
Feedback and Assessment

To be reviewed Autumn 2025

Appendix 1

Key Strategies to try

Scaffolds

- Sentence stems
- Word banks
- Language choices
- Questions – amount, open/closed
- Short instructions
- Verbal prompts to help recall
- Gapped Models
- Key questions
- Verbalise thought
- Avoid idioms
- Visual cues with verbal instructions
- Simplified information
- Step by step guide
- Success criteria
- Worked examples

- Technology
- Working walls / learning environment
- Physical demonstration
- An adult – 1:1 support, helicopter, guided group
- A peer
- Manipulatives – Practical writing, Maths resources

Models

- Live models
- Prepared models
- Success criteria generation
- A good one vs a great one
- Comparative judgements

- Trigger prior learning
- Start from what the child knows
- Connecting Knowledge
- Reoccurring Key symbols or pictures
- Be explicit

In the moment

- Children recording their answers verbally before writing.
- Altering groupings to give fluid support.
- Use your Feedback Sheets
- Adding extra models, examples
- Re-teach
- Use your mini plenaries
- Have your scaffolds / resources to hand and avoid the assumption that children always need the adaptations.

Other Ideas

- Consider the amount of time you give to children to complete an activity.
- Consider the amount of practice – do children who struggle with writing have less opportunities? Could morning work give extra practice? Opportunities to over-learn.
- Pre-teaching and TA Pick-up
- Consider spaced learning – look at your timetable. Is focus an issue?
- Do children have the fundamentals to learn – SEMH, fine and gross motor skills, behaviour for learning. Could these be addressed through interventions?
- Consider metacognition strategies.